

**STUDENTS' NEEDS ANALYSIS IN ENGLISH
SPEAKING FOR EVERYDAY COMMUNICATION
AT STATE ISLAMIC INSTITUTE
OF PALANGKA RAYA**



**BY:
INTAN SAFITRI
1301120868**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2017M / 1438H**

**STUDENTS' NEEDS ANALYSIS IN ENGLISH SPEAKING
FOR EVERYDAY COMMUNICATION AT STATE ISLAMIC
INSTITUTE OF PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



**BY:
INTAN SAFITRI
NIM 1301120868**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
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APPROVAL OF THE THESIS

Title : STUDENTS' NEEDS ANALYSIS IN
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INSTITUTE OF PALANGKA RAYA

Name : Intan Safitri

SRN : 130 112 0868

Faculty : Tarbiyah and Teacher Training

Department : Language Education

Study Program : English Program

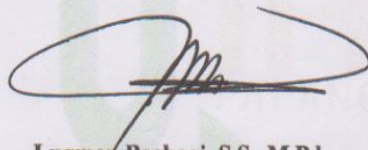
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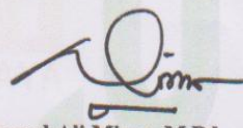
Approved by:

Advisor I,

Advisor II,



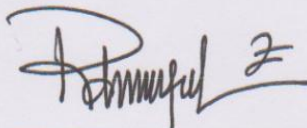
Luqman Bachaqi, S.S., M.Pd.
ORN. 19800823 201101 1 005



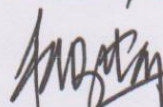
Akhmad Ali Mirza, M.Pd.
ORN. 19840622 201503 1 003

The Vice Dean of Academic,

The Department of Language
Education Chair,



Dra. Hj. Rodhatul Jennah, M.Pd.
ORN. 19671003 199303 2 001



Santi Erhana, M.Pd.
ORN. 19801205 200604 2 003

THESIS APPROVAL

Thesis Title : Students' Needs Analysis in English Speaking
for Everyday Communication at State Islamic
Institute of Palangka Raya

Name : Intan Safitri

NIM : 1301120868

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training
and Education of the State Islamic Institute of Palangka Raya in the Thesis
Examintaion/*Munaqasyah* on:

Day : Thursday

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Sabarun, M.Pd

(Chair/ Examiner)

Santi Erliana, M.Pd

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Luqman Baehaqi, S.S., M.Pd

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Akhmad Ali Mirza, M.Pd

(Secretary/Examiner)

Approved by:
Dean, Faculty of Teacher Training and
Education



Drs. Fahmi, M.Pd
NIP. 19610520 199903 1 003

MOTTO AND DEDICATION

God always be with

One who is **Struggling** and always keep **Honest**

Because **Every Hardship** is **Relief**

Q.S Al-Insyirah

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿١﴾

QS. Al-Insyirah: 4, “Along every hardship is relief”.

This Thesis is dedicated to:

My Beloved Father Mr Sumadi

My Beloved Mother Mrs Sarbani

My Lovely Younger Sister Siti Saniati Saparina

My big families in Sumatra and Ktw. Lama

My friends who always support and pray for me

thank you very much for being here with me

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Intan Safitri

NIM : 1301120868

Faculty : Teacher Training and Education

Department : Language Education Department

Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 24th2017

Yours Faithfully



Intan Safitri

13011208688

ABSTRACT

Safitri, Intan. 2017. *Students' needs analysis in English Speaking for Everyday Communication at State Islamic Institute of Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S., M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Key words: Needs analysis, speaking skill

This study deals with a needs analysis. Needs analysis is used to collect the information to satisfy the language learning. It can be from the lacks, target, and wants of the students in this case in English speaking. This study is aimed to know the students' needs in English speaking for everyday communication at second semester of English study program at IAIN Palangka Raya.

The type of this research is qualitative. The data is taken from the questionnaire, interview, and analysis of videos speaking. The questionnaire is distributed to the 24 students at second semester, the interview data and videos were from the lecturer.

The research findings show that from the lacks: a. the students often have trouble in oral presentation, b. the student's low vocabulary mastery, c. there were some mistakes in their grammar, d. the students were often afraid to speak because they were worried about making mistakes, from the necessities; a. the students have to learn how to communicate on the level of everyday communication, b. the students are able to pronounce the words correctly, the students are able to apply the proper grammar in communication, from the wants; a. the students will use English speaking for higher education, b. the students strongly disagree with the opinion of removing the course from university curriculum, c. they thought bad English proficiency determine a bad effect on the academic performance, d. they like

pair or group or project, e. they prefer for working in pair or groups, and f. the students want the teacher as the facilitator and guide.

ABSTRAK (Indonesian)

Safitri, Intan. 2017. *Analisis Kebutuhan Pelajar dalam Berbicara Bahasa Inggris untuk Sehari-Hari di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Luqman Baehaqi, S.S., M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: Analisis kebutuhan, keahlian berbicara

Penelitian ini berhubungan dengan analisis kebutuhan. Analisis kebutuhan digunakan untuk mengumpulkan informasi tentang kebutuhan belajar bahasa. Hal ini bisa didapatkan dari kekurangan, target, dan keinginan dalam berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan mahasiswa semester dua program studi bahasa Inggris IAIN Palangka Raya dalam berbicara bahasa Inggris sehari-hari.

Jenis dari penelitian ini adalah kualitatif. Data dari penelitian ini didapat dari angket, interview, dan analisis video. Angket dibagikan kepada 24 mahasiswa semester dua, data interview dan video diperoleh dari dosen pengampu mata kuliah tersebut.

Hasil dari penelitian ini menunjukkan dari aspek kekurangan; a. mahasiswa memiliki masalah dalam presentasi, b. mahasiswa kurang dalam menguasai kosa kata, c. beberapa kesalahan dalam grammar, d. takut untuk berbicara, dari target didapatkan; a.mahasiswa bisa berkomunikasi sehari-hari, b. bisa menggunakan bahasa Inggris dengan benar, c. bisa mengucapkan kosakata dengan benar sesuai dengan tata bahasa, dari keinginan di peroleh; a. mahasiswa belajar bahasa Inggris untuk pendidikan lebih tinggi, b. mahasiswa tidak setuju dengan penghapusan mata kuliah tersebut, c. mereka berpendapat bahwa ketidakcakapan dalam berbahasa akan berdampak pada hasil akademisnya, d. mahasiswa menyukai grup, e. mahasiswa lebih suka belajar berpasangan atau dalam grup, f. mahasiswa menginginkan guru sebagai fasilitator dan pembimbing.

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My appreciation is addressed to:

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8. My beloved parents for their moral support and endless prayer so that I am able to finish my study. May Allah always bless all of them. *Aminn*.
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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better.

The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, October 24th
2017

The Writer,

Intan Safitri

1301120868

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Table 17. Preferred learning styles and strategies (wants)**Error! Bookmark not defined.**

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LIST OF ABBREVIATIONS

etc.	: etcetera or and other things
et al	: et alii or and others
EFL	: English as Foreign Language
ESL	: English as Second Language
GER	: The Glossary of Education Reform
NA	: Needs Analysis
UNISMUH Makassar	: Universitas Muhammadiyah Makassar

CHAPTER I

INTRODUCTION

This chapter presented the background of the study, the problem of the study, the objective of the study, assumptions, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Day to day English become so familiar for people around the world. As the International language (Crystal, 2003, p. 2), English used in most fields of life. The International relationship, mass communication, business, education and others are established primarily using English. This condition then triggers people around the world to learn English, either for academic purposes, or specific purpose.

Because of the reasons, the teaching and learning English becomes one of the major expert attentions so as to make the English teaching and learning more successful and effective. According to (Dubin and Oishstain, 1986, p. 7-8) English teaching is grouped into 3 types; English as a first language, English as a second language, and English as a foreign language. As the first language English is used as colloquial language or English as the main language used in daily life. As the second language, the English language is used as a tool in school and

communicate in the environment. As a foreign language, English is used for
learning in school.

Teaching English in Indonesia is organised as a foreign language starting from elementary school to the University level. However, the use of English as a foreign language in oral communication is complex activities to be considered when teaching the language (Al-Sibai, 2004, p.3).

The teaching and learning of English can never be aside from four language skills (listening, speaking, reading, writing), as the paramount of important in English language teaching for more than six decades now (Brown, 2001, p. 232). From these skills, (Ur, 1996, p.43) considered speaking as the most important skill among four skills because people who know a language are referred to as speakers of that language. According to Hornby (1985, p. 21), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words, or making a speech. In short, speaking is the ability to perform the linguistic knowledge in the actual communication.

In teaching speaking the teacher will have a lot of efforts in designing and developing their teaching methods and approaches to help the student become a good speaker in English, and the learners will have several efforts too as well as they have learned from the teachers and from the book that is required to learn. Although teachers have a lot of efforts to help students learn English and students effort in learning English, the result is sometimes indicate unsuccessful in learning the language. Most of the students' capability in speaking English has

not satisfied yet. Many researchers found problems of learning English speaking, such as students still lack confidence and bravery to communicate in English, and some of them are shy to speak English to their friends although they are students of English department (Khoir, 2014). (Ur, 1996, p.117) found several factors that cause problem in speaking, as follow: inhibition, nothing to say, low or uneven participation and mother tongue. Raba'ah (2005, p. 15) also pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. In addition, in this university as a student of English study programme, the researcher also found and experienced the problems of the speaking in class or out of the class, such as; have difficulty giving an oral presentation, worry about saying something in the case will make a mistake in English, have trouble wording in conversation, etc.

However, considering the students' obstacles of learning speaking, the teaching and learning could be better if the teachers aware of students' needs and the problems that they face in speaking. Because needs analysis is helping the teacher to arrange appropriate materials for the students. As (Richards, 2001, p. 52) states; basically, needs analysis in language teaching may be used for a number of different purposes, such as needs analysis is used to find out what language skills a learner needs, to help determine if an existing course adequately addresses the needs, to determine which students from a group are most in need

of training in particular language skills, to identify a change of direction, to identify a gap between what students are able to do and what they need to be able to do, and it is useful to collect information about a particular problem learners are experiencing.

According to the phenomenon and the purpose of needs analysis above, it took the researcher's attention to analyse the students' needs and their opinion of speaking subject in learning English which the title of this research was students' needs analysis in speaking for everyday communication at State Islamic Institute of Palangka Raya.

B. Research Problem

The research question was formulated as;

What is the student's needs in English speaking for everyday communication at second-semester of State Islamic Institute of Palangka Raya?

C. Objective of the Study

In general, this study is aimed to know;

The student's needs in English speaking for everyday communication at second-semester of State Islamic Institute of Palangka Raya.

D. Scope and Limitation

This study focused on the needs of the second-semester students by gathering some data according to the procedures of conducting needs analysis by (Richards, 2001, p.59), as follows; the information from students via questionnaire, lecturer's reported on typical problems students face in speaking, and sample of students speaking from the videos that have uploaded by the students, specifically the data can be viewed as described below:

1. information from students via a questionnaire which was asking the opinion of third-semester students of English department at IAIN Palangka Raya who have learned speaking for everyday communication subject in the second semester,
2. asked problems of the students by interviewed with the lecturer,
3. And an analysis of students' speaking from their videos of speaking.

E. Significance of the Study

The study is expected to have both academic and practical contributions. It can be viewed as described below:

1. Theoretically, the research about students' needs analysis of learning English has been done in some countries, but it is still interested to be

discussed considering the peoples' problems in learning English especially in speaking are different in social settings. It can be influenced by internal factors or external factors.

2. Practically, the significance of this research is important for, as the following;
 - a. For English Department, the study about needs analysis in speaking has not been studied before. Hopefully, the result of the study will be additional information for them when they construct a curriculum, a policy, or a teaching plan in English department at State Islamic Institute of Palangka Raya.
 - b. For lecturers who teach speaking, the result of this study is aimed to be a reference when they arrange the material of teaching speaking consider to the needs of the students and the difficulties of students in learning speaking.
 - c. For students, this study will help them to take decision wisely how they should solve the problems of the language that is being learnt.
 - d. For people, this research can give the information to them when they want to learn a foreign language.

F. Definition of Key Terms

The definition of key terms of this research as follows;

1. Needs Analysis: (Brown, 1995, p. 21) said: “needs analysis is the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation”.

In this study needs analysis focused on the needs of the second-semester students of English Study Program at State Islamic Institute of Palangka Raya in their speaking course. Needs analysis, in this case, focused on the opinion of the students and the lecturer about the activities in speaking class.

2. Speaking: According to Hornby (1985, p. 21), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking is the ability to perform the linguistic knowledge in the actual communication.

In this study, speaking for everyday communication is the name of the speaking course in this university that is learned by the second-semester students of English study program.

3. English Students: According to Abbott, et al (2012) in *The Glossary of Education Reform* are who are unable to communicate fluently or learn

effectively English who are often come from non-English-speaking and backgrounds, and who typically require specialised instruction in both the English language and in their academic courses.

In this study, English students focused on the students at second semester of English study program at State Islamic Institute of Palangka Raya.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviewed the understanding theory used in the study concerned with needs analysis and speaking course. To be more specific, this review of related literature discussed previous studies, needs analysis, and speaking.

A. Related Studies

Some studies about students' needs analysis and students' problems of learning speaking have been conducted. The researcher has taken some previous studies as the comparison and guidance of this research.

1. The first, the analysis of situation and students' needs on listening materials for Senior High School grade XI: a survey study at Senior High School 10 Padang by Melia, Refnaldi, and Ardi (2013,p. 1-9). This study is aimed to get information related to the problems faced by XI SMAN 10 Padang students in their listening materials and their needs of the materials. The researchers used a quantitative descriptive approach. Two data collection tools were used from this research, a questionnaire and interviews. The research findings revealed that listening material still less from the students' needs even the facilities were complete. And from the needs analysis were found that many of the

students difficult to master the listening skills (from input, the topic, language, or from the task).

Research by Melia, Refnaldi, and Ardi (2013, p. 1-9) focused on the situation and students' needs on listening materials for Senior High School grade XI. While in this study they focused on the problems faced by XI SMAN 10 Padang students in their listening materials and their needs of the materials.

2. The second, a needs analysis approach to EFL syllabus development for second-grade students in secondary education in Saudi Arabia: a descriptive analytical approach to students' needs conducted by (Al-Hamlan, 2015, p. 1-28). This research focused on the learners' professional needs, their language skills and tasks, preferred learning styles and teaching methods, difficulties learners face while studying language, and the suggestions for better ESL learning strategies. A descriptive analytical approach was referred to in order to meet the research goals. Two data collection tools were used, a questionnaire and semi-structured interviews. The sample were 400 learners both males and females at the second grade of secondary schools in Riyadh city. The research findings revealed that students need to learn English primarily with the purpose to speak fluently, communicate with other, and to get a job. Their speaking and listening skills were also at the lower level than other skills. The study recommended that teachers and schools should conduct a needs analysis regularly and to update the curriculum with insightful needs.

The difference of research done by (Al-Hamlan, 2015, p. 1-28), he used only two instrument, questionnaire and semi-structured interview for obtaining

the data related to the learners' professional needs, their language skills and tasks, preferred learning styles and teaching methods, difficulties learners face while studying language, and the suggestions for better ESL learning strategies.

3. The third, a journal conducted by Ampa, et. al (2013, p. 171-179) entitled the students' needs in developing learning materials for speaking skills in Indonesia. The research was aimed to explore the students' needs in the learning materials of speaking. The researcher used the questionnaire to obtain data from the students. The subjects of the research were 60 students from the third semester of English Education Department of UNISMUH Makassar. They were involved in gathering information about students' needs, existing knowledge, and the general characteristics. The result found that students need multimedia in learning materials of speaking skills. Furthermore, the learning activities needed by the students are group interaction, discussion, dialogue, role play, and presentation. And there were seven topics which are interesting for the students to learn, those were about education, science & technology, economics, health, environment, language learning, and religion.

The difference of research done by Ampa, et. al (2013, p. 171-179), he used only the questionnaire to explore the students' needs in the learning materials of speaking. From the questionnaire he found learning activities

needed by the students, and topics which are interesting for the students to learn

4. The fourth, a needs analysis for English speaking syllabus development by Yana (2016, p. 122-130). This study aimed at identifying the students' needs in learning English speaking to promote speaking syllabus development. She used qualitative descriptive research. The subjects were 63 students of the first, third, and fifth semesters of English Education Study Program of Teacher Training and Education Faculty of Riau Kepulauan University. She collected the data by using questionnaire. The results found since the importance of speaking to increase the students' competence to speak communicatively, the lecturers are suggested to develop the speaking course syllabus based on the students' needs.

The relevance of the research done by Yana (2016, p. 122-130) were the questions of the wants of the students in the questionnaire. Eight items of the wants were adopted from this research.

5. The fifth, a study about speaking difficulties encountered by young English Foreign Language (EFL) learners by Al Hosni (2014, p. 22-30). The data obtained from observation, interviews, and curriculum were analysed qualitatively. The result showed the main speaking difficulties encountered by young EFL learners at this level were; linguistic difficulties: where data collected through observation showed that students struggle to find appropriate vocabulary when trying to speak English, mother tongue use: which students tend to speak in Arabic, and inhibition: which students'

participation was very low because they were fearful of making mistakes. The findings of this study

suggested that speaking difficulties of young learners can be overcome by putting more emphasis on this skill. The teacher also needs to be trained on how to integrate speaking to other skills and how to teach it communicatively.

The difference in research done by Al Hosni (2014, p. 22-30), he done the observation and interviews to obtain the data. He got the information of the main speaking difficulties encountered by young EFL learners were linguistic difficulties such; the students struggle to find appropriate vocabulary, students tend to speak in mother tongue, and students' participation was very low because they were fearful of making mistakes.

In conclusion, there were some important points that have been revealed through needs analysis of every researcher which was very beneficial for designing the course based on the needs of the students and by their opinion about speaking skill. The researchers above did not use the procedure or the way to conducting needs based on Richards' book (Curriculum development). And in this study, the researcher thought it was necessary to conduct a research in order to find the needs of the students according to the procedure on Richards' book related to needs analysis and the problem students' face in learning speaking to make learning English speaking better.

B. Need Analysis

1. Definition of Need Analysis

Historically, a needs analysis (NA) was introduced into language teaching through the ESP movement from the 1960s. It is the procedures used to collect information about learners' needs (Richards, 2001, p. 51). (Stufflebeam, McCormick, Brikerhoff and Nelson 1985) supported need analysis as a necessary phase in planning educational programs emerged in the 1960s as the part of a systems approach to curriculum development and was part of the prevalent philosophy of educational accountability.

Then, Brown (1995, p. 21) elaborate needs analysis as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation.

In addition, according to Hutchinson and Water (1987, p. 54) the meaning of the need in relation to language teaching it is the ability to comprehend and/or produce the linguistic features of target situation.

Nation & Macalister (2010, p. 24) also have a notion about needs analysis. It examines what the learners know already and what they need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn. The various focuses of needs analysis, as:

- a. Necessities: is the demands of the target tasks. That is, what will learners have to do when they do university study? Among the things they will have to do is listen to lectures, take part in tutorials, write assignment and tasks, and sit exams (Nation & Macalister, 2010, p. 27-28).
- b. Lacks: it involves looking at where learners are at the present. The source of lacks could come from the university lecturer who marks such assignment, or the learners themselves are also a very useful source of information about lacks (Nation & Macalister, 2010, p. 28-29).
- c. Wants: learners have their own views about what they think is useful for them. At the very least, information about this useful in working out whether the learners' views and the needs analyst's views are the same or not (Nation & Macalister, 2010, p. 29).

According to some opinions of the experts about needs analysis, it can be concluded that needs analysis is the way to collect information about student needs by analysing their tasks or by asking their target, lacks or wants based on the theory of the needs analysis by Nation & Macalister. In this study, the researcher tried to find the needs of the students by analysed their targets, lacks and wants in speaking class. Based on the Nation and Macalister theory the researcher got the information of targets from asked the students about their targets of learning English speaking, then for lacks the information got from the university lecturer who marked such assignment for the students, and it could

come from the students themselves who experienced the process of the learning. To find the targets, lacks and wants of the students of learning English speaking, the researcher used the procedure of conducting needs by Richards. According to Richards (2001, p. 59), for example, to conduct needs analysis in writing, the information could be obtained from the following sources, such as; sample of student writing, test data on student performance, reports by teachers on typical problems students face, opinion of experts, information from students via interviews and questionnaires, analysis of textbooks teaching academic writing, survey or related literature, example of writing programs from other institutions, and an example of writing assignments given to the first-year university students.

In this study, the researcher did not use all the procedures of conducting needs by Richards, because the information of the necessities or target, lacks and the wants of the students were enough by asking the students via questionnaire about their targets, lacks and their wants, interviewing with the lecturers about students' problems, and checking their assignments. According to Richards (2001, p. 58) needs analysis vary in their scope and demands. A variety of the procedure can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected (Richards, 2001, p. 59). So, the researcher here took the information about needs of students from the information of students via questionnaire that asked their targets, lacks of speaking course and also their wants of this course, the information from

interviewed with the lecturers on students' problems in speaking class, and from their assignment, in this case the sample of students speaking from their videos of speaking.

2. The Purposes of Needs Analysis

According to (Richards, 2001, p. 52) needs analysis in language teaching may be used for a number of different purposes, such as:

- a. to find out what language skills a learner needs in order to perform a particular role,
- b. to help determine if an existing course adequately addresses the needs of potential students,
- c. to determine which students from a group are most in need of training in particular language skills,
- d. to identify a change of direction that people in a reference group feel is important,
- e. to identify a gap between what students are able to do and what they need to be able to do, and
- f. It is useful to collect information about a particular problem learners are experiencing.

All these uses of needs analysis refer to the fact that needs analysis can be used for a range of some purposes. It is helpful to determine whether a programme should be implanted by finding out if it is appropriate the goals and objectives of the learners for learning the language.

3. The Users of Needs Analysis

A need analysis may be conducted for a variety of different users. Richards (2001, p. 55-56) discussed of different users in conducting a need analysis: for example: in conducting a needs analysis to help revise the secondary school curriculum in a country, the users include:

- a. Curriculum officers in ministry of education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and materials,
- b. teachers who will teach from the new curriculum,
- c. learners who will be taught from the new curriculum,
- d. writers who are preparing new textbooks,
- e. testing personnel, who are involved in developing end-of-schools assessments,
- f. the staff of tertiary institutions, who are interested in knowing what the expected level will be students exiting the schools and what problems they face.

4. Procedures for Conducting Needs Analysis

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. A triangular approach (i.e., collecting information from two or more sources) is advisable. Many different sources of information should be sought.

According to (Richards, 2001, p. 59) needs analysis of the problems encountered by the students, information could be obtained from many sources, such as: a sample of the student assignment, test data on student performance, reports by teachers on typical problems student face, opinions of experts, information from students via interviews and questionnaires, analysis of textbooks teaching, survey of the related literature, an example of programs for other institutions, and an example of the assignment given to the first year university students.

C. Speaking

1. Definition of speaking skill

Speaking as one of the basic skills to build a communication. It refers to a process of producing verbal words to transfer meaning to the listener. The common speaking definition was proposed by Chaney as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context” (Chaney cited in Kayi 2006 then cited in Solcova, 2011, p.17).

While (Torky, 2006, p.34) defined speaking as the learner's ability to express himself or herself orally, coherently, fluently and appropriately in a given meaningful context. At this perception, he divided three aspects of speaking that should be considered in order to prepare the students speaks communicatively in real life situation. Those aspects are:

- a. Speaking is face to face: at this aspect facial expression, gesture and body movement are valuable meaning.
- b. Speaking is interactive: the conversation run smoothly between speaker and listener who participate with appropriate context and situation.
- c. Speaking happens in real time: language interaction between speaker and listener at a real-time gives a chance to do self-correction, repetition among them. As the result, it will allow them to become more fluent and responsive to the real-time demand.

2. Purpose of speaking

Basically, the main goal of speaking is to communicate. To be able to convey the thought effectively, the speaker should understand the meaning of everything and try to communication on the listener so that he can effectively convey their thought. The objective of speaking by (Taringan, 1990, p. 149), there are five categories, namely:

- a. Entertaining, which means that the speaker attracts listeners with a variety of ways, such as humour, spontaneity, exciting, humorous stories, adventure to make the happy atmosphere in the audience.
- b. Inform, speaking for the purpose of informing means that the speaker wants to give information to the audience such as: to describe a process, to interpret any matter, to give or distribute an impart knowledge, and to give an explanation.
- c. Stimulating, it is to stimulate much more complex than other speech purposes, because it has to talk to influence or convince his audience. This can be achieved if the speaker really knows the will, interest, inspiration, needs, and aspirations of his audience.
- d. Move, through good ability in speaking, it can use to exploit the situation and also can move the audience.
- e. Convincing, speaking convince aims is to convince listeners of something through a convincing conversation, along with opinions, facts or evidence so expect the listener's attitudes can be changed.

3. Difficulties in learning English speaking skill

a. The difficulty in speaking English

According to (Brown 2000, p. 270) speaker will look by people as a good speaker in a foreign language if the speaker can speak in another language

fluently and can be understood. As a non-native speaker in where a country does not use English as a first language, or someone who learn about foreign language will find the difficulties when he or she wants to speak English because it is not always used in daily conversation or in real life. So that, difficulties of speaking could find from who learn English as a foreign language or who do not use English in daily life.

In addition, (Brown, 1994, p. 256) said “there are some characteristics that make speaking is difficult, such as; fluent speech is phrasal, speaking is not word by word, the speaker has an opportunity to make meaning clearer through the redundancy of language, misconstruction of the word, reduces vowels, etc”.

b. The Types of Error or Problem of speaking

According to Clark and Clark (1997) in Fauziati (2009, p. 74-78), Ratner and Fromkim (1977). There are four errors classification in speaking, those are speech error, grammatical error, pronunciation and code-switching.

1) Types of Speech Error

There are nine types of speech error, namely silent pause, filled pause, repeats, false start (unretraced), false start (retraced), correction, interjection, stutters, and slip of tongue.

- a). Silent pause: the example of silent pause; “speech error happened because (0,5) they are tired or a little bit drunk”. That utterance is

silent pause because after the word “speech error happened” the speaker stops and keeps silent for few minutes. Then the speaker completes the sentence by saying “they are a tired or little bit drunk”.

- b). Filled pause: is happened when the speaker gets trouble to find the intended word, but they produce sounds “emmm” when they think simultaneously with speech.
- c). Repeats: it means that the speaker are repetitions one or more words in a row. For example, “there are fluent/fluent speaker and/and slow speakers”. It is an error because the speakers repeat the word constituent they said earlier in their speeches.
- d). Correction of word called unretraced false start. For example,” the next of speech error is failed/filled pause. The speaker replaced directly the uncorrect word into the correct one. The speaker firstly said “the next of speech error is failed” after the speaker aware that he makes an error, then the speaker replaces the error by saying the correct word “filled pause”.
- e). Retraced false start is correction by using repetition of one or more words before the corrected words. For example, “it called we/we called/ we called shorten memory”. The speaker aware that he has

made speech errors, after that they correct the word by using repetition of one or more words.

- f). Corrections are like false starts, but they contain an explicit correction such as I mean, rather, what we call. For example, “we are from, *I mean*, we are in front of you will present about speech production”. The speaker corrected his speech error by using an explicit word “I mean”. He aware that he made mistake. Immediately, he edited his speech by using the word “I mean” and continuing his speech.
- g). Interjection is like hesitation pause, but in interjection, the speaker produces sound like *ohh, ah, well*, they get the next intended word in their speech, for example: “the example is, *yak*, turn on the heater switch”. This utterance shows that the speaker has stopped to find “turn on the heater switch”. The word “ya” as the marker that speaker has found the intended words.
- h). Stutter is the kind of speech error where the speaker speaks rapidly the same sound or syllable, for example: “there is va-va-various pattern drill in learning English”. The speaker gets trouble when he utters “various”, before the utter various, the speaker uses repetition hesitation syllable “va”, it can be a marker that the speaker disrupting the normal flow of speech.

- i). Slip of tongue: is defined as unintended, non-habitual deviation from a speech plan. For example, can you read the praksis..practice? the student made slip when she says the word “practice”, she made slip and the word “practice” to be “praksis”.

2) Grammatical Error

According to (James, 1998, p. 65) grammatically is synonymous with well-formed. The types of grammatical error that often occur, those are omission of bound morpheme, omission of possessive marker, misordering, and omission of agent marker, also omission of auxiliary, preposition, modal, article, and wrong in words selection.

- a) The omission of a bound morpheme is a type of error which is characterized by the absence of an item that must appear in well-formed utterances, for example: “he *believe* that exclamation is the way to called children”. The speaker made a grammatical error when he was utter “he *believe*”. It is uncorrected form, because “he” should be followed by a verb (v) and morpheme –s/es.
- b) Possessive marker, it has a function to show pronoun ownership. The omissions of the possessive marker -s sometimes occur in the speech error, for example: “I will continue *Eka presentation*. That sentence is acceptable but ungrammatical. Because she needs possessive marker –s to show the presentation that was delivered

by Eka. It must be pronounced “I will continue Eka’s presentation”.

- c) Misordering errors are characterized by the incorrect placement of a morpheme or group of the morpheme in an utterance, for example: “he also applies *theory behaviourism*”. The example shows that the speaker put the word “behaviourism” after “theory” (noun). In English grammar, the head put in the end of phrase and modifier put in the beginning of phrase. So the correct form is “He also applies behaviourism theory”.
- d) Omission of auxiliary, auxiliary verb is used with the main verb to show the tense and to form question. Kinds of auxiliary are; Be (am, are, is, was, were, be, being, been), Do (do, does, did), Have (have, has, had). Auxiliary verb is the same as modal. It is also used to make negative sentence and interrogative sentence or questions. It calls question construction. For example “you finished students?”. Based on the example, the speaker should use auxiliary verb “have” before he uttered “you finished students?”. So, the corrected sentence was “Have you finished students?”.
- e) Omission of modal; modal is a verb that combines with another verb to indicate tense. We use modal verbs to show if we believe something is certain, probable or possible (or not). We also use

modals to do things like talking about ability, asking permission, making requests and offers, and so on. Modal must be followed by verb one (V1), modal has no –s/es, -ing, to and –ed. The modals in English are: can/could, may/might, shall/should, must/have to, will/would to.

- f) Omission of an article. Article are words that define a noun as specific or unspecific. There are indefinite article (a and an), it's the word a when it precedes a word that begins with a consonant, and it's the word an when it precedes a word that begins with a vowel, the indefinite article indicates that a noun refers to a general idea rather than a particular thing. And definite article (the), it limits the meaning of a noun to one particular thing. The example of indefinite article is “please hand me a book”, and definite article is “please give me the hammer.
- g) The omission of a preposition; preposition is the word that uses before noun or pronoun. It is used to show the relation between noun and pronoun with the other word in a sentence. The example of preposition are is, in, on, at, from, etc.
- h) Wrong in word selection; wrong in word selection means the speakers get trouble when they choose the word in their spoken. For example, “Ok, you mention the picture in front of the class,

read the picture and look friend”. In the example shows if the student gets trouble when he chooses the word “read”. He should choose the word “mention” not “read” because we cannot read the picture.

3) Pronouncing

Pronunciations refer to the production of sounds that we use to make meaning. The researcher divided pronunciation error in two part. There are faulty in producing consonant and faulty in producing vowel sound. For example it like a *habit* [hæbið]. It is an error in producing consonant sound. The word *habit* use consonant [t]. The correct one is should be “it like a *habit* [hæbit], and the example of the faulty in producing vowel sound is: “fifty [fefti] percent of what they say contains phrase of one or more words”. The word [fefti] should be pronounced [fɪfti] not [fefti].

4) Code Switching

Code-switching is divided into two categories, namely; the use of Indonesian lexical item, and the modified of Indonesian words. The use of Indonesian lexical item means the speakers do not make any modification to the words, for example: “*ladies and gentlemen materi selanjutnya is speech error*”. Materi selanjutnya is an error in lexical item. The modified Indonesian word means that the speaker does not

use full replacement of Indonesian words but slightly modified the form so that they look like English, for example: “please open your book, in *babs two*”. *Babs* actually does not exist in the English language. The speakers modified Indonesian word so that they look like English.

4. English Component in Speaking Skill

According to Chauday (1973, p. 22) there are five components of speaking skills, such as; pronunciation, grammar, vocabulary, fluency, and comprehension.

- a. Pronunciation: is the way in which a language or particular word or sound is spoken (Oxford English Dictionary, 2008, p. 352).
- b. Grammar: Manser (1995, p. 82) is a lot of rules for forming words and making a sentence. It is common in both the written and spoken form of the language, so its existence is strongly needed in learning speaking skill.
- c. Vocabulary: Aeborsold and Field (1977, p. 139) active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well.

- d. Fluency: expressed in a smooth easy way (Oxford English Dictionary, 2008, p.171).
- e. Comprehension: is the ability to understand something (Oxford English Dictionary, 2008, p. 86).

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discussed the research design and approach which is used in this study including research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

The research design of this study is categorized into a qualitative research. Qualitative research is a research which the data in the forms of written or oral words are analysed descriptively (Maleong, 1983, p. 3). (Dabss, 1982, p.31) also, has a notion about qualitative research, it is a research in which the data is found through statistical procedures or other calculation. Other calculation in qualitative research refers to the meaning, the definition or analogy or model or metaphor characterizing something. Therefore, the data concerned appear in words rather than numbers.

The type of qualitative research of this study is case study research. Case study research focuses on a single unit, produces an in-depth description, is anchored in real life, uses multiple data collection techniques, provides a rich, holistic description of context, etc (Ary, et.al, 2010, p.452). In addition, the qualitative research investigates the quality of relationship, activities, situations, and materials. It focuses on understanding the context and attempts to explain the

intentionally of behaviours (Ary, et al. 2010, p. 419). Then, researcher used this method because she collected data, as follows;

- a. the information from students via questionnaire by asked the opinion of third-semester students of English department at IAIN Palangka Raya who have learned speaking for everyday communication subject in the second semester,
- b. asked problems of the students by interviewed with the lecturer of speaking course, and
- c. sample of students' speaking from videos that have uploaded by the students or from the lecturer.

B. Subject of the Study

Since the objective of the study was student's needs in English speaking for everyday communication, the first subject were the students at second-semester that have learned English speaking for everyday communication. The second subject was the lecturer of English speaking.

In this study, the researcher focused on students' needs in English for everyday communication by giving the closed-ended questionnaire to the students related to their targets, lacks and wants of the speaking course. And for additional information, the researcher also asked the lecturer about the students' problems in

speaking and analysed the videos of speaking. In the end, all the data of this study described by the researcher descriptively.

C. Source of Data

The data of this study was informed of qualitative. The sources of data were; students, lecturer, and the sample of the speaking project or videos of the speaking project. The technique of taking samples of the students to extend the questionnaire was purposive sampling or judgment sampling, where a sample of elements judged to be typical, or representative, are chosen from the population (Ary, et. al, 2010, p. 156). In this study, the population of the students of the second semester were 74 students from A, B, and C classes.

The researcher took the sample of the students from B class by using purposive sampling. The researcher chose this class because they have learned English speaking for everyday communication, and they were both A class and C class. The students of B class consist of 25 students, and one student in this course did not follow the activities well. He did not follow the exams and also did not collect the tasks. This information the researcher got from his classmate and from the data of the videos that are given by the lecturer of speaking. So, the researcher only gave the questionnaire and analysed the videos of 24 students of this class. and students who have followed speaking class were in the table below:

Class B			
No	Students' Register Number (SRN)	Name	
1.	1601121067	Bella Ariska	
2.	1601121070	Levika Egita Sulistiyana	
3.	1601121077	Nur Afifah	
4.	1601121086	Rahma Paujiah	
5.	1601121089	Istighfarina Inghita Roldi	
6.	1601121090	Yongsie Perdina	
7.	1601121098	Roni Yanggara	
8.	1601121100	Raudatul Hasanah	
9.	1601121101	Amiatul Hasanah	
10.	1601121105	Nur Azzahro	
11.	1601121108	Nurzaita Khuzamaitush Sholiha	
12.	1601121109	Gofar Nurvega	
13.	1601121111	Fitrya	
14.	1601121112	Ahmad Saputra	
15.	1601121113	Novi Pahliansyah. B	
16.	1601121116	Nuzulianti	
17.	1601121117	Bella Yunita	
18.	1601121118	Muhammad Yuswana	
19.	1601121125	Rahmawati Dewi	
20.	1601121130	Yuliana	
21.	1601121135	Istikhomah	
22.	1601121140	Astripo	
23.	1601121144	Rina Ariyanti	
24.	1601121148	Haryo Bagus Ngabehi Imron Naim	
25.	1601121132	Muhammad Yuni	

D. Research Instrument

The data collection instrument in this study was a questionnaire for the students, interview for the lecturer, and an analysis of speaking projects of the students. The students' questionnaire aimed at gathering information related to the following areas of the needs analysis, such; what's needed of English speaking, and difficulties encountered or problems that students' found in

speaking. The student's questionnaire arranged in closed-ended question. "In closed-ended questions, the researcher poses a question and provides preset response options for the participant" (Creswell, 2012:386). The closed-ended questions were adopted from Richards (2001, p. 82) and Yana (2016) from Boronujeni and Fard (2013).

There were twelve questions for the students in the area of lacks, and two questions of the target of the students, and six questions of the wants of the students. So, the total of questions for the students' questionnaire were twenty questions, and the detailed questions, as followed:

Number of Questions	Official Statements
1. Question number 1-12	To know the students' problems of learning speaking (lacks)
2. Question number 13	To know the present and future domains of language use and thus reasons for studying English (target).
3. Question number 14	To know the students' attitude towards the place and role of English in the curriculum (target).
4. Question number 15	To know the learning preferences in terms of language skills (wants).
5. Question number 16	To know the importance of particular language skills (wants).
6. Question number 17	To know the preferred learning styles and strategies

	(wants).
7. Question number 18	To know the patterns of the learner to the interaction (wants).
8. Question number 19	To know the role relationship (wants).
9. Question number 20	To know the preference for teaching activities (wants).

For the interview, the researcher asked the lecturer about speaking problems of the students. The instrument of the interview was in form of open-ended questions. According (Creswell, 2012, p. 386) open-ended question is a question for which researcher does not provide the response options; the participants provide their own responses to the question. The questionnaire for the lecturers of speaking were four questions that asked;

Number of Questions	Official statements
1. Question number 1	The information related to time of teaching.
2. Question number 2	The information related to speaking for everyday communication.
3. Question number 3	The method that is used in teaching English speaking.
4. Question number 4	The problem that is usually found in speaking class
5. Question number 5	The way to solve the problem of speaking.
6. Question number 6	The needs of the students.

For analysis of the speaking project, the researcher took students' videos of speaking from B class at second-semester of English study program, look for the problem or error, classified the error based on Clark and Clark (1997) theory of speech error, and in the end the researcher explain it descriptively.

E. Data Collection Procedure

To collect the data, there were several steps that should be done, as follows:

- a. The first data was a questionnaire for the students, which the procedures were;
 1. prepared the questionnaire,
 2. gave the questionnaire to the respondents,
 3. asked the respondents to complete the questionnaire,
 4. And collected the responses of the respondents.
- b. The second data collection was an interview to the speaking lecturers about students' problems of speaking, which the procedures were;
 1. the researcher asked the lecturer to do an interview,
 2. the researcher recorded the answer of the interviewed,
 3. And the researcher made a script of data that has been recorded.
- c. The third data collection was a sample of video speaking that took from the lecturer, which the procedures were;

1. the researcher asked the videos from the speaking lecturer,
2. and the researcher observed the videos,
3. Then the researcher made scripts of the videos.

F. Data Analysis Procedure

The research design of this study was qualitative, so the researcher analysed the data by using qualitative data analysis. (Ary, et. al, 2010, p. 481) presented the approaches to analyse the data of qualitative through stages;

- a. stage 1, ***organizing and familiarizing***, initially, the researcher should become familiar with the data through reading and rereading notes and transcripts, view and review video tapes, and listen repeatedly audiotapes,
- b. stage 2, ***coding and reducing***, coding is about developing concepts from raw the data, the researcher examines all the entries with the same code and then merge these categories into a pattern by finding links in connections among categories and,
- c. Stage 3, ***interpreting and representing***, it is about the words and acts of the study's participants and abstracting important understandings from them.

In this study, the researcher used four analyses. *First*, the information from students via a questionnaire which asked the opinion of the third-semester students of English study program at IAIN Palangka Raya who have learned

speaking for everyday communication subject in the second semester. The steps to analyse the data as followed;

1. The researcher collected the questionnaire.
2. The researcher analysed the questionnaire and made the presentation of the data.
3. Then the researcher writes the result of the questionnaire descriptively.

Second, was doing the interview with the lecturer. The steps to analyse the data as followed;

1. The researcher read the teacher's script of the interviewed briefly.
2. The researcher described the judgment points of the lecturer into a descriptive analysis.

Third, the researcher analysed the sample of the students speaking. The steps to analyse the data as followed;

1. The researcher took notes of the errors of speaking that is found in the videos.
2. The researcher confirmed the errors to the lecturer who has taught speaking.
3. The researcher wrote the errors as a report.

In the end, the researcher tried to correlate the results from those three data to find the needs of the students in English speaking for everyday communication.

G. Data Endorsement

1. Credibility

Credibility is the same as validity in the quantitative method. Credibility in qualitative research concern the truthfulness of the inquiry's findings (Ary, et. al, 2010, p. 500). In the test of data credibility or internal validity, the data must be admitted and received the truth based on information source of the study. The method to enhance the credibility (internal validity) in this study is used evidence based on structural corroboration. Eisner (1998, p.110) defines structural corroboration as a "means through which multiple types of data are related to each other to support or contradict the interpretation and evaluation of a state of affairs. Structural corroboration uses different sources of data (triangulation) and different methods. A combination of data sources, as interviews, observations, relevant document and use of different methods increase the likelihood that the phenomenon under study is being understood from various points of view (Ary, et.al, 2010, p. 489-499).

2. Transferability

Transferability is the degree to which findings of a qualitative study can be applied or generalized to other contexts or to other groups (Ary, et.al, 2010, 501). Transferability relate to the questions, how far the result of the study might be applied to the other people in another context. Therefore, the researcher demanded to report the data conclusion clearly, systematically, and acceptable. To the result of the study could transfer to the similar classes.

3. Dependability

The extent to which data and findings would be similar if the study were replicated called dependability (Ary, et. al, 2010, p. 502). The strategy to investigate dependability of this study was triangulation or corroboration. Corroboration is also used to establish the dependability of qualitative studies. If multiple methods result in similar findings, it enhances the reliability of the study (Ary, et. al, 2010, p. 503).

4. Confirmability

Confirmability in qualitative research is the same as quantitative researcher's concept objectivity. Both deal with the idea of neutrality or the extent to which the researcher is free to bias in the procedures and the interpretation of the result (Art, et. al, 2010, p. 504).

In this study, to ensure confirmability the researcher concerned with whether the data she collected and the conclusions she drew would be confirmed by others investigating the same situation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the data presentation, the research findings and the discussion of the data. Here, the researcher classifies the data, analyse the data, and draws the conclusion of the data at the end of the data.

A. Data Presentation

For the first data, the researcher took from the students' questionnaire. Question number one until number twelve is aimed to know the students' problems of learning English speaking. Question number thirteen was to know the students' reason for studying English speaking. Question number fourteen is aimed at knowing the students' response to the timing English speaking use. Question number fifteen is aimed to know the future English speaking use of the students. Question number sixteen is aimed to get the students opinion about the place of English speaking in the curriculum structure of University. Question number seventeen is aimed to find out the possible role of English in the present academic and future life of the students. Question number eighteen was asking about the student's preference of speaking class activities. Question number nineteen is aimed to investigate the students' preference of learning activities in the classroom. And the last is question number twenty that is focused to examine the student's preference of teacher's role.

For the second data was doing an interviewed with the lecturer who teaches English speaking for everyday communication at second-semester. In this case, the lecturer of English speaking for everyday communication was Mr Akhmad Ali Mirza, M.Pd. The questions that the researcher asked to the lecturer, as follows; The information related to speaking for everyday communication, the method that is used in teaching English speaking, the problem that is usually found in speaking class, the way to solve the problem of speaking, and the needs of the students according to lecturer's experienced.

For the third data, the researcher analysed the speaking projects of the students. There were 13 videos of each student, and the researcher only takes the first video and the last video for the samples, and total videos that the researcher analysed were 48 videos from 24 students. The researcher uses the theory of Clark and Clark (1997) in Fauziati (2009, p. 74-78), Ratner and Fromkim (1977). There is four errors classification in the analysis of English speaking, those are speech error (there are nine items of speech error), grammatical error (there are eight items of grammatical error), pronounciating (there are two types of pronunciation error) and code-switching (there are two types of code-switching). Here the example of analysis of the error in English speaking found in the videos:

Speech Error

1. Silent pause: I live in Palangka Raya in Ma'had Al-Jami'ah and....
2. Filled pause: maybe travelling eeemm

3. Repeats: He has a big eyes/big eyes
4. Unretraced: to follow him live/life
5. Retraced: I can/ I'm cannot play basketball
6. Corrections: My like...I mean my things
7. Interjection: Beauty, No.
8. Stutter: Be..be.. because
9. Slip of tongue: the word ninety, it should be nineteen, so the correct one is nineteen ninety-eight.

Grammatical Error

1. Omission of bound morpheme: I have got, the correct is I have gotten.
2. Omission of possessive marker: My father job is farmer, the correct is My father's job is farmer
3. Misordering: I a read newspaper, the correct is I read a newspaper.
4. Omission of auxiliary: I semester two, the correct one is: I am the second semester/I am semester two.
5. Omission of modal: I less vocab, the correct is I have less vocab or my vocabulary is less.
6. Omission of the article: I wanna be a professional teacher, the correct is I want to be a professional teacher.
7. Omission of a preposition: I direction from my house at the market, the correct is direction from my house to the market.

8. Wrong in word selection: Remember me, the correct is remind me

Pronunciating

1. Faulty in producing consonant: enough [enoug], the correct is [ɪ'nʌf].
2. Faulty in producing vowel: Blood [blud], the correct is [blʌd]

Code Switching:

1. Use of Indonesian lexical item: potong-potong, klik klik
2. The modified of Indonesian words: I think enough for deskripsi my father

B. Research Findings

In this part, the researcher analyses the findings of the research consist of the data of the questionnaire, the data from the interviewed with the lecturer, and the data from the analysis of videos.

1. Data from the questionnaire

The student's questionnaire arranged in closed-ended question. "In closed-ended questions, the researcher poses a question and provides preset response options for the participant" (Creswell, 2012:386). The closed-ended questions were adopted from Richards (2001, p. 82) and Yana (2016) from Boronujeni and Fard (2013).

Table 1. Students' problems of learning speaking (lacks)

Questions	Options of the answer	N	Students' Answer	%
1. Have difficulty in giving an oral presentation.	Always	24	3	12.5
	Often	24	12	50
	Sometimes	24	9	37.5
	Never	24		
	N/A	24		
2. Have trouble wording that I want to say quickly enough	Always	24	1	4.17
	Often	24	13	54.16
	Sometimes	24	10	41.67
	Never	24		
	N/A	24		
3. I am worried about saying something in the case will make mistake in my English.	Always	24	2	8.33
	Often	24	11	45.83
	Sometimes	24	10	41.67
	Never	24	1	4.17
	N/A	24		
4. I don't know how to say something in English.	Always	24		
	Often	24	3	12.5
	Sometimes	24	20	83.33

	Never	24	1	4.17
	N/A	24		
5. I don't know the best way to say something in English.	Always	24		
	Often	24	12	50
	Sometimes	24	10	41.67
	Never	24	2	8.33
	N/A	24		
6. I have difficulty in pronunciation of words.	Always	24		
	Often	24	8	33.33
	Sometimes	24	15	62.5
	Never	24	1	4.17
	N/A	24		
7. Find it difficult to enter the discussion.	Always	24	1	4.17
	Often	24	1	4.17
	Sometimes	24	16	66.67
	Never	24	6	25
	N/A	24		
8. Receive low grades in a task involving class participation.	Always	24		
	Often	24	4	16.67
	Sometimes	24	11	45.83
	Never	24	9	37.5

	N/A	24		
9. Have difficulty working in small groups during class.	Always	24		
	Often	24		
	Sometimes	24	9	37.5
	Never	24	15	62.5
	N/A	24		
10. Have difficulty participating in large group discussions or in the debate.	Always	24	3	12.5
	Often	24	1	4.17
	Sometimes	24	9	37.5
	Never	24	11	45.83
	N/A	24		
11. Have trouble leading class discussion.	Always	24	1	4.17
	Often	24	9	37.5
	Sometimes	24	8	33.33
	Never	24	6	25
	N/A	24		
12. Have difficulty working with other students on out-of-class projects.	Always	24		
	Often	24	1	4.17
	Sometimes	24	8	33.33
	Never	24	15	62.5
	N/A	24		

1. Question number one showed that 12 (50%) of the students often have difficulty in oral presentation.
2. Question number two showed that 13 (54.16%) of the students often get the trouble wording in speaking.
3. Question number three showed that 11 (45.83%) of the students often worried about saying something in the case will make mistake in English.
4. Question number four showed that 20 (83.33%) of the students sometimes don't know how to say something in English.
5. Question number five showed that 12 or (50%) of the students sometimes don't know how the best way to say something in English.
6. Question number six showed that 15 (62.5%) of the students sometimes have difficulty in pronunciation of words.
7. Question number seven showed that 16 or (66.67%) of the students sometimes find difficult to enter the discussion.
8. Question number eight showed that 11 (45.83%) of the students sometimes receive low grades in a task involving class participation.
9. Question number nine showed that 15 (62.5%) of the students never have difficulty working in small groups during class.

10. Question number ten showed that 11 (45.83%) of the students never have difficulty participating in large group discussions or in the debate.

11. For Question number eleven showed that 9 or (37.5%) of the students often have trouble leading class discussion.

12. Question number twelve showed that 15 or (62.5%) of the students never have difficulty working with other students on out-of-class projects.

Table 2. The present and future domains of language use and thus reasons for studying English (target)

Questions	Options of the answer	N	Students' Answer	%
13. Why do you need to study English speaking?	a. To get higher education	24	7	29.17
	b. To get success for future profession	24	12	50
	c. To speak to foreigner	24	5	20.83
	d. To speak with friends and	24		

	family			
	e. Other	24		

Question number thirteen was to know the student's reason for studying English speaking. Based on table 2 above, it can be seen that 29.17% of the students consider getting higher education, 50% of the students consider to get success for a future profession, and 20.83% of the students consider to speak to a foreigner.

Table 3. The students' attitude towards the place and role of English (target)

Questions	Options of the answer	N	Students' Answer	%
14. When do you use English Speaking?	a. When studying	24	15	62.5
	b. When socializing	24	9	37.5
	c. At home	24		
	d. At office	24		
	e. Other	24		

Question number fourteen was aimed at knowing the student's response to the timing English speaking use. From the data on table three, it can be described that 62.5% of the students thought when studying, and 37.5% of the students thought when socializing.

Table 4. Learning preferences in terms of language skills (wants)

Questions	Options of the answer	N	Students' Answer	%
15. In future, I shall be using English for	a. Higher education	24	13	54.17
	b. Job career	24	10	41.67
	c. Socializing	24	1	4.17
	d. At home	24		
	e. Others	24		

Question number fifteen was established the future English speaking use of the students. From the data on table four, it can be described that 54.17% of the students thought that they will use it for higher education, 41.67% for seeking a job or developing a career, and 4.17% for socializing.

Table 5. The importance of particular languages skills (wants)

Questions	Options of the answer	N	Students' Answer	%
16. Would you like speaking course to be taken away from university curriculum because you do not find the present syllabus and the way of classroom teaching	a. Strongly disagree	24	24	100
	b. Disagree	24		
	c. Neutral	24		
	d. Agree	24		
	e. Strongly Agree	24		

helpful in fulfilling your needs of English?				
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Question number sixteen was intended to get the students opinion about the place of English speaking in the curriculum structure of the university. The data on table five shows that 100% of the students strongly disagree with the opinion of removing speaking from the thought when studying.

Table 6. Preferred learning styles and strategies (wants)

Questions	Options of the answer	N	Students' Answer	%
17. Do you think if a student's level of English not good it can have?	a. A good effect on his academic performance	24	24	100
	b. A bad effect on his academic performance	24		
	c. No effect at all on his performance	24		

Question number seventeen was to find out the possible role of English in the present academic and future life of the students. The result shows that the students 100% thought bad English proficiency bad effect on academic performance.

Table 7. Patterns of learner to the interaction (wants)

Questions	Options of the answer	N	Students' Answer	%
18. What kind of speaking class do you like?	a. A class with a lot of activities	24	9	37.5
	b. Pair/group and project	24	14	58.33
	c. Teaching only by the teacher and no activities by the students	24	1	4.17

Question number eighteen asked about the students' preference of speaking class activities. It can be seen from the table above that 37.5% prefer to have a class with a lot of activities, 58.33% of the students like pair group or project, and only one or 4.17% student wants to learn with teacher-centered.

Table 8. Role relationship (wants)

Questions	Options of the answer	N	Students' Answer	%
19. How do you prefer to do learning activities?	a. In class	24	1	4.17

	b. Preference for working in pair or groups	24	17	70.83
	c. Preference for working alone	24	6	25

Question number nineteen investigated the student's preference of learning activities in the classroom. We can see that the data on the table above noted 4.17% of the students prefer activities in the class, 70.83% of the students prefer for working in pair or groups, and 25% of the students prefer for working alone.

Table 9. Preference for teaching activities (wants)

Questions	Options of the answer	N	Students' Answer	%
20. What kind of role do you like your teacher to have?	a. As a facilitator and guide	24	19	79.17
	b. Traditional role (someone in control of everything in class).	24	5	20.83

Question number twenty is focused to examine the students' preference of teacher's role. The result in the table above describes that 79.17% of the students want the teacher as a facilitator and guide, and 20.83% of the students want the teacher that has traditional role (someone in control of everything in class).

From 20 questions of the questionnaire the result shows the dominantly of each question as follow:

1. For Question one showed that 12 (50%) of the students often have difficulty in oral presentation.
2. For Question two showed that 13 (54.16%) of the students often get trouble wording in speaking.
3. For question three showed that 11 (45.83%) of the students often worried about saying something in the case will make mistake in English.
4. For question four showed that 20 (83.33%) of the students sometimes don't know how to say something in English.
5. For question five showed that 12 or (50%) of the students sometimes don't know how the best way to say something in English.
6. For question six showed that 15 (62.5%) of the students sometimes have difficulty in pronunciation of words.
7. For question seven showed that 16 or (66.67%) of the students sometimes find difficult to enter the discussion.

8. For question eight showed that 11 (45.83%) of the students sometimes receive low grades in a task involving class participation.
9. For question nine showed that 15 (62.5%) of the students never have difficulty working in small groups during class.
10. For question ten showed that 11 (45.83%) of the students never have difficulty participating in large group discussions or in the debate.
11. For question number eleven showed that 9 or (37.5%) of the students often have trouble leading class discussion.
12. For question twelve showed that 15 or (62.5%) of the students never have difficulty working with other students on out-of-class projects.
13. For the question number thirteen showed that 12 or (50%) of the students consider needing to study English speaking to get success for future profession.
14. For the question number fourteen showed that 15 or (62.5%) of the students use English speaking when studying.
15. For the question number fifteen showed that 13 or (54.17%) of the students thought that they will use it for higher education.
16. For the question number sixteen showed that 24 or (100%) of the students strongly disagree with the opinion of removing speaking from the thought when studying.

17. For the question number seventeen showed that 24 or (100%) of the students chose if student's level of English not good it can have bad effect on academic performance.
18. For the question number eighteen showed that 14 or (58.33%) of the students like pair group or project in speaking class.
19. For the question number nineteen showed that 17 (70.83%) of the students prefer for working in pair or groups for learning activities.
20. And the last for the question number twenty showed that 19 or (79.17%) of the students want the teacher as a facilitator and guide.

2. Data from the interviewed with the lecturer

From the interviewed with the lecturer of English speaking for everyday communication, he was Mr Akhmad Ali Mirza, M.Pd, the researcher took the information:

General Information	a. According to the lecturer, English speaking for everyday communication is the name of speaking course with the purpose of this study is students to be able to communicate, pronounce, and apply the proper grammar at the level of everyday communication. For example, the students are able to perform a self-introduction,
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	<p>to talk about routines, ask and describe people's appearance, etc.</p> <p>b. He preferred some methods when he taught English speaking for everyday communication to the second-semester students of English study program, but the methods that he usually used were practice individually, and practice in a group. And before he asked them to practice whether individual or in the group he and his students have read discussion related to the material and after they have discussed the material he asked them to practice.</p>
Lacks	<p>a. Based on the lecturer's viewed about lacks, he found some problems of the students in this course that were classical problems, they were lack of vocabulary, eventhough they knew the vocabulary they did not know how to express the vocabulary.</p> <p>b. To solve the problem of speaking actually the solution that he suggested to the students to solve the problem was they have to get open</p>

	interactive with English and practice a lot.
Necessities (target)	a. Because the course was speaking, so they had to learn about some materials related to speaking for everyday communication, such as learn how to be able to perform a self-introduction, to talk about routines, to ask about and describe people's appearance, to talk about family, to describe the features of things and places, to talk about past events, to talk about life planning, to express likes and dislikes, to talk about entertainment, to invite, to talk about prices, to ask for giving directions accurately, and to talk about health problems.
Wants	a. Based on lecturer's experienced students' needs in English speaking for everyday communication class for the first if he saw from the tools, the tools that can be used in the class is maybe some kind of audio facility that they can use to speak or maybe to hear so that they can do what they want clearly. For the activity, in his opinion the activity they need to do is practice a lot.

3. Data from an analysis of speaking videos

The researcher uses Clark and Clark theory (1997) in Fauziati (2009, p. 74-78), Ratner and Fromkim (1977). There is four errors classification in the analysis of English speaking, those are speech error (there are nine items of speech error), grammatical error (there are eight items of grammatical error), pronounciating (there are two types of pronunciation error) and code-switching (there are two types of code-switching). The researcher found 826 errors of the students in their videos speaking projects. The result of analysis was in tables below:

Table 10. The result of analysis speaking video

No	Name	Problem/Error	
		First Video	Last Video
1.	Student 1	13	13
2.	Student 2	4	12
3.	Student 3	29	30
4.	Student 4	19	24
5.	Student 5	23	33
6.	Student 6	-	-
7.	Student 7	29	44
8.	Student 8	8	11
9.	Student 9	7	9
10.	Student 10	12	9
11.	Student 11	7	13
12.	Student 12	19	14
13.	Student 13	10	12
14.	Student 14	30	53
15.	Student 15	16	22

16.	Student 16	10	8
17.	Student 17	15	10
18.	Student 18	17	35
19.	Student 19	6	22
20.	Student 20	17	25
21.	Student 21	25	14
22.	Student 22	11	11
23.	Student 23	4	22
24.	Student 24	9	3
25.	Student 25	19	18
Total:		359	467

With the percentage of the types of errors are in the table below;

Table 11. Percentage of analysis speaking video

No	Types of Error	N	%
Speech Error		440	53.27
1	Silent Pause	126	15.25
2	Filled Pause	210	25.42
3	Repeats	54	6.54
4	Unretraced	1	0.12
5	Retraced	19	2.30
6	Corrections	8	0.97
7	Interjection	13	1.57
8	Stutter	4	0.48
9	Slip of tongue	5	0.61
Grammatical Error		273	33.05
1	Omission of bound morpheme	40	4.84
2	Omission of possessive marker	1	0.12
3	Misordering	20	2.42
4	Omission of auxiliary	32	3.87
5	Omission of modal	10	1.21
6	Omission of article	11	1.33
7	Omission of preposition	28	3.39
8	Wrong in word selection	131	15.86
Pronouncing		108	13.08
1	Faulty in producing consonant	66	7.99
2	Faulty in producing vowel	42	5.08

Code Switching		5	0.61
1	Use of Indonesian lexical item	2	0.24
2	The modified of Indonesian words.	3	0.36
Total of the data		826	100

Based on the table above, the researcher found 826 errors in videos of speaking. Those are; 440(53.27%) of speech errors, 273(33.05%) of grammatical errors, 108(13.08%) errors in pronouncing, and 5(0.61) of code-switching. Then researcher divided each type of errors in detail;

Firstly, the writer divided speech error in nine types. The researcher found 126(15.25%) silent pause, 210(25.42%) filled pause, repeats (6.54%), unretraced 1(0.12%), retraced 19(2.30%), corrections 8(0.97%), interjection (1.57%), stutter 4 (0.48%) and slip of tongue 5(0.61%).

Second, grammatical errors divided into four categories with the percentage: 40(4.48%) omission of bound morpheme, 1(0.12%) omission of possessive marker, 20(2.42%) misordering, 32(3.87%) omission of auxiliary, 10(1.21%) omission of modal, 11(1.33%) omission of article, 28(3.39%) omission of preposition, and 131(15.86%) of wrong in word selection.

Third, pronunciation divided into two types with the percentage: 66(7.99%) belongs to consonant errors and 42(5.08%) belongs to faulty in vowel production.

Fourth, code witching divided into two categories with the percentage: 2(0.24%) belongs to the use of Indonesian lexical item, and 3(0.36%) belongs to the modified of Indonesian word.

C. Discussion

In this part, the researcher discusses the research findings. The researcher explains the findings related to the needs of the students which is concerned with the problems or the lacks that students experienced, the targets, and wants of the students with speaking course, and also the addition of the data was from the lecturer and the analysis of speaking videos. From those data, the researcher tried to connect with the theories so that she hopes the results of the findings will describe the real needs of the students in speaking course. The research problem of this study is “What is the student’s needs in English speaking for everyday communication at second-semester of State Islamic Institute of Palangka Raya?”, where the data that obtained from their lacks, targets, and wants showed:

1. Lacks

There were twelve questions that asked about the problems that the students found in speaking class, and from those twelve questions, the problem that almost all of the students experienced were the question number one which is 50% of the students often have difficulty in oral presentation, number two shows that 54.16% of the students often get the trouble wording in speaking, number

three shows that 45.83% of the students often worried about saying something in the case will make mistake in English, number four shows that 83.33% of the students sometimes don't know how to say something in English, and number five shows that 50% of the students sometimes don't know how the best way to say something in English.

From these answered, it can be presumed that almost all of the students less in vocabularies and they were often worried to say something in the case will make mistake in English so that they cannot speak English well. It is supported by Hetrakul (1995, p. 76) cited in Afisa (2015) "vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would be able to study the way of speaking easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary". Students have not confidence in speaking English because they are afraid if they choose the wrong word. The students also did not know well about grammar so that they did not know how the best way to say something in English. It is supported by Hetrakul (1995, p. 76) cited in Afisa (2015), he said that: "Grammar is quite difficult to be understood by the students. The students will always get difficulty using grammar in speaking English because English always deals with the reference of time (present time, past time and future time) while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that

have to be learned. Most of the students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course, they will not be able to produce sentences that grammatically right. So, the students sometimes feel embarrassed when they want to produce English sentence orally”. The data interviewed with the lecturer of the speaking then agreed on this findings. The lecturer said the problems that he usually found were the English students of second-semester less in vocabularies and even they knew the vocabularies they were shy to speak in the case will make mistake in English speaking. The data from videos also added the information about the lacks of the students. There are four classifications of analysis the errors of the speaking, such as; speech errors with nine types of speech error, grammatical errors with eight types of error, pronunciation errors with two types of error, and code-switching with two types of error, and the researcher found all types of errors in the videos, in detail;

- a. From nine types of speech error, filled pause dominantly appeared in the videos which the total were 210 or (25.42%). The reason of the filled pause according to Ilmiani (2014, p. 10) is the cognitive reason, which is concerned with the internal mental states. It is the field that studies mental process including how people think, perceive, remember, and learn, for example “*Emm/ Clark and Clark mentioned/ emm/ two majors of error*”. They produce

sound “*emm*” when they think simultaneously of speech. After they get intended word, the speakers continue their speech.

- b. For the grammatical error, the dominant errors found in wrong in word selection with the percentage 15.36% errors from the total of grammatical error were 33.05%. Wrong in word selection according to (James, 1998, p. 65) means the speakers get trouble when they choose the word in their spoken. In the videos, the researcher often found that the students used vocabularies that did not appropriate with the sentence or they chose the wrong words for the sentence. For example my birthday is twenty April 1998, it should be my birthday is twenty April or I was born on April 20 1998. Another example is: the student said: “*after that, I brush my hair*”. It shows that the student did not know the words that he or she has chosen. The brush is different with a comb. In this case, the student made errors of choosing the appropriate words for the sentence. Wrong in word selection is kind of interlingual transfer. According to Ilmiani (2004, p. 12) Interlingual transfer is language that influence by mother tongue. Mother tongue strongly influences the speaker to the target language. The speaker then just translate the Indonesian language in their mind without looking out the words or the grammar used in the target language.
- c. The third classification was pronunciation error, which faulty in producing consonant were dominant found in the videos, with the percentage 7.99%

from the total of the errors of pronunciation 13.08%. According to Ilmiani (2004, p. 13), pronunciation is kind of interlingual transfer. The utterances from the speaker is influenced by the dialect of the mother tongue. In videos, the researcher often found that the students pronounced the word /vi:/ became /pe/ because of the dialect. For example: “*I’m seventeen years old*”, aɪ/ æm/ ,sev. ə n’ti:n/ jɪə rs/ ould/, but he pronounced aɪ/ æm/ sepen’ti:n/ yə rs/ ould/.

- d. The fourth was code switching, which the modified of Indonesian words were dominant found in the videos, with the percentage 0.36% from the total of error 0.61% of code-switching. According to Ilmiani (2004, p. 13) code-switching is kind of interlingual transfer which is in part of transfer in vocabulary. In the videos, the researcher found the example of code-switching, as: “*I think enough for deskripsi of my father*”, “*deskripsi*” is taken from Indonesian word and the student made the error of speaking by pronouncing the word, because the word does not exist in English. Another example of code-switching in the modified of Indonesian lexical item was, “*I go to apotik*”, “*apotik*” or “*apoteke*” is taken from Indonesian word, which the correction is I go to the pharmacy.

Those are the errors by the students of second-semester of English study program that the researcher found in questionnaire answers, lecturer’s reported, and analysis videos of speaking. It is supported by Taringan’s opinion (1988, p. 69) “*melalui kegiatan pengkajian kesalahan itu dapat diungkapkan berbagai hal*

mengenai kesalahan berbahasa yang dibuat atau dilakukan oleh siswa, hal-hal yang dimaksud antara lain latar belakang, sebab musabab dan ragam kesalahan, pada gilirannya hal itu dapat digunakan sebagai umpan balik dalam penyempurnaan dan perbaikan dalam pengajaran bahasa, lebih-lebih dalam mempersiapkan pengajaran remedial” (by doing an analysis of error, it can revealed everything about errors in using the language by the students, it can be traced background, cause, and type of error. Finally it can be used as a feedback in perfecting and correcting a language teaching, moreover in planning a certain teaching). According to the result findings, the researcher draws the conclusion that the teachers of English speaking have to have several techniques to solve the problem of the students in speaking activity.

Realizing the students' low in vocabulary mastery, they got confused with English grammar, some errors in pronunciation, so the teacher should prepare the material appropriately that encourage the students to achieve the goals in learning English speaking. It is supported by Brown (2000, p. 275) the technique that is used by the teacher should cover the spectrum of the student needs, from language based on focus on accuracy to message based focus on interaction, meaning and fluency. So, to attain this the teacher could prepare the list of new vocabularies that appropriate with the material with the phonetic transcriptions so that the students are be able to pronounce the words well, and the teacher could

give the formula or the how to use English speaking well. For example the material in English speaking for everyday communication tells about routine.

Vocabularies	Grammar focus (<i>simple present and statements</i>)
Sweep /swi:p/ Brush /brʌʃ/ Comb /koum/ Wash /wɒʃ/ Watch /wɒtʃ/ Hang /hæŋ/	Subject + V1 I hang out the clothes. You comb the hair. or Subject + V1 (s,es) He watches the television She washes the dish

By doing this the teacher could create natural link between speaking and listening and it provides correction. As Brown (2000: p. 275-276) said principles for designing speaking techniques, such as provide appropriate feedback and correction. And from those principles, there are some strategies that can be used by the teacher to overcome the problems of speaking, as follows; teachers must be creative in teaching student; they can find many communicative activities in teachers' resource books. So that, the students will not bored of learning English. The teachers also should encourage the students to use English appropriately; by guiding the students to use English with the reference of time. They also have to keep reminding the students to speak English; they could go round the class to encouraging, persuading, and even pleading with the students to use English. As teachers, they should create an English environment in the classroom; as the teachers, they should speak English for the majority, so that, with the use of

listening material and video by the native speaker, the students constantly exposed how the English sounds, and what it feels like.

2. Necessities or (targets)

From the questionnaire, the questions number thirteen and fourteen were asking the students about the target or the necessities of the speaking course. For number thirteen the data shows that 50% of the students consider to get success for a future profession, and for number fourteen students' attitude towards the place and role of English in the school curriculum, the data shows students thought when studying 62.5%. Lecturer's reported the targets of the students, they had to learn about some materials related to speaking for everyday communication. He took some topics that truly fulfil the needs of the students in everyday life communication whether it is used when studying or when socializing, and whether they use English for higher education or for getting job career or get success for a future profession. The materials of the videos were also related to the skills of English speaking for everyday communication that the teacher's wanted the students to be able.

From this, the researcher draws the conclusion, the teacher who taught speaking has several efforts to find the demand of the students in learning English speaking. It supported by Nation and Macalister (2010, p. 27-28) that the first thing to look at in necessities is the demands of the target tasks. That is, what will learners have to do when they do university study? Among the things they will

have to do is listen to lectures, take part in tutorials, write assignments and tasks and sit exams. For example, we could analyse the student's assignment to find what is needed to achieve the target of learning the language.

3. Wants

From the questionnaire, the researcher got the information, such as; The students thought that they will use English speaking for higher education (54.17%), all the students (100%) strongly disagree with the opinion of removing speaking course from university curriculum, all the students (100%) thought bad English proficiency determine a bad effect on the academic performance, the students (58.33%) like pair or group or project, the students (70.83%) also prefer for working in pair or groups, and the students (79.17) want the teacher as the facilitator and guide. Lecturer's opinion of the students' needs in English speaking for everyday communication class for the first if he saw from the tools, the tools that can be used in the class is maybe some kind of audio facility that they can use to speak or maybe to hear so that they can do what they want clearly. For the activity, in his opinion the activity they need to do is practice a lot.

From this information, the researcher draws the conclusion that the opinion of the students of their wants of speaking class, such as; most of them tend to learn to speak in group discussion, and they want the teacher as the facilitator and guide. From the opinion of the lecturer, he also added the information related to the wants of the students for becoming a good speaker they have to become a good listener,

so the audio facility will help them to listen and learning the language well from the native speaker directly. They also have to practice a lot in speaking with family, friends, and others because the purpose of learning the language is to use that language properly in communication. It is supported by Nation and Macalister (2010, p. 29) wants mean learners have their own views about what they think is useful for them.

From the wants of the students in speaking, the teacher may use these strategies for fulfilling their wants, as follow; Using pair work and group maximally; group work increases students talking time, it takes a limited period of time because they can share the information each other, and it also lowers the inhibition.

Easy language is used in the activity; in general, pair or group work activity should use the language that is easily produced by the students, so that they can speak fluently with the minimum of hesitation.

Make a careful choice of topic and task to stimulate the interest of the students, so that they keep in line with the materials. Review essential vocabulary before the activity starts also important for the students to prepare for they learning.

Use 'acting out' and reading aloud; it is a useful way to encourage the quiet students. An acting out does not mean reading aloud only, the teacher here

likes a drama coach that working out when the voice should rise and fall, where the emphasis goes, and what emotion the actor should try to convey.

Use role play; many of the teachers found that quiet students speak more freely when they are playing a role. In this case the teacher should become a good instructor in doing all activities that provide team or pair and group.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses the conclusion of the data and the suggestion of the data.

A. Conclusion

Needs analysis is the way to collect information about student needs by analysing their tasks or by asking their lacks, targets and wants. Necessities are the demands of the target tasks, lack involves looking at where learners are at the present, and wants are students' own views about what they think is useful for them. Based on the findings and discussion, the researcher draws the conclusion, as follows;

1. In relation to the difficulties (lacks) in speaking English faced by the second semester of the students, there are some problems, namely: The students' low vocabulary mastery, and it led them to difficulties in understanding the conversation, difficulty in oral presentation, worried about saying something in the case will make mistake in English speaking and they often have trouble wording so it also caused them difficult to enter the discussion and leading class discussion. The students also often don't know how to say something in English even they know the vocabulary, and the students were still confused in arranging the words, so there were some mistakes in their grammar.

The students have difficulties in the pronunciation of words because English words are different between pronunciation and writing. The students never have difficulty working in small groups and in large group discussion during the class, they also never have difficulty working with other students on out-of-class projects. So, the teacher here, have to become a good instructor to organize the small or large group.

2. In relation to the necessities (target) in speaking English for the second-semester students, it can be concluded that: The students have to learn how to communicate on the level of everyday communication, they are able to pronounce the words correctly, and the students are able to apply the proper grammar in communication to achieve the student's target of learning English speaking.
3. In relation to the wants of the students, the researcher got some information, as follows, the students thought that they will use English speaking for higher education and for seeking a job or developing a career. So, the material that provided by the teacher is expected to meet the needs of the language use in higher education and job career. The students strongly disagree with the opinion of removing speaking course from university curriculum. The students thought bad English proficiency determine a bad effect on the academic performance. The students like pair or group or project and they

prefer for working in pair or groups. The students also want the teacher as the facilitator and guide.

B. Suggestion

1. For English Learner

The learners of English are not a native speaker so that they also make an error in English speaking. Based on the research findings, there are many kinds of error that made by English learner. From that phenomenon, the researcher expects the learners know their lacks so that they could improve their ability in learning English, especially in speaking because learning the language means to learn how to use it correctly.

2. For the Lecturer

The lecturer could help the students to decrease the errors of speaking. The lecturer can create a comfortable class, give motivation to the students, facilitate and guide them to become a good speaker. The lecturer also can decrease the problems of the students in speaking class by knowing their target and what they want in English speaking class.

3. For the other researcher

This research is trying to find the information about the needs of the students in English speaking for everyday communication. The researcher here did not emphasize in the material, but more in the activities. So, the researcher suggests to the next researcher to find the needs of the student in the material

of speaking, and the researcher hopes the next research can be better than this research, and this research becomes a reference for the next researcher who takes this term.

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